A group of diverse students are seated at tables in an outdoor cafe or dining area. They are engaged in conversation, with some looking towards the camera and others looking at each other. The setting is bright and sunny, with trees and a yellow umbrella visible in the background. The students are wearing casual clothing, including t-shirts, a blue denim shirt, and a blue baseball cap. There are water bottles and bags on the tables.

# Integrated Assessment of a Cross-Divisional First-Year Experience: Institutional Commitment, a Culture of Assessment, and Scaling HIPs at California State University, Dominguez Hills

IUPUI Assessment Institute, October 29, 2024

Presented by  
Michele Dunbar, Ph.D.  
Marisol Cardenas, Ed.D.  
Rui Sun, Ph.D.

# SESSION LEARNING OUTCOMES

Participants will learn about:

- **The opportunities and challenges of cross-divisional HIPs development and assessment.**
- **A comprehensive assessment structure across a mid-sized, public institution and will have the opportunity to share and reflect on how the organization of assessment at their institution compares.**
- **The integrated assessment approach and how they can apply it to assessing multi-program, multi-unit, and/or cross-divisional initiatives at their institution.**

# PRESENTERS



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# CSUDH ENROLLMENT & DEMOGRAPHICS

## CSUDH Fall 2023 Undergraduates

Total headcount	12,599
First-time, first-year students	1,721
Transfer students	1,516

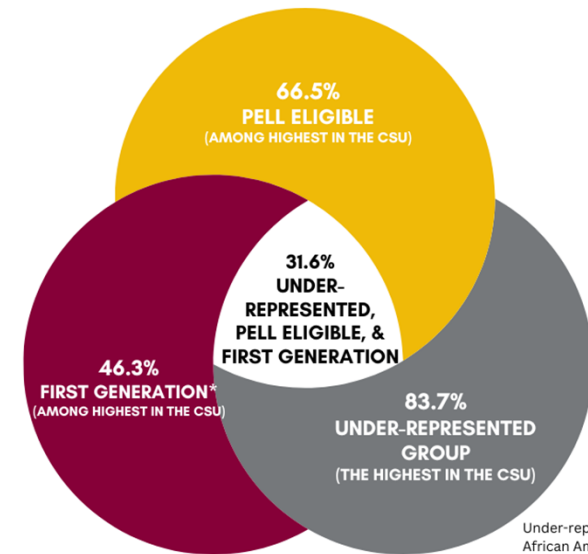
### Race & Ethnicity

Hispanic/Latino	71.7%
Black/African American	12.0%
Asian/Asian American	6.6%
White	4.2%
Non-Resident	.9%
Other	4.6%

## Fall 2023 First-Time, First-Year Cohort

Hispanic/Latino	80.1%	Female	55.9%
Black/African American	11.7%	First Generation	46.5%
Asian/Asian American	3.3%	Pell Eligible	79.0%

## UNDERGRADUATE POPULATION





# INSTITUTIONAL COMMITMENT SCALING HIGH IMPACT PRACTICES

# INSTITUTIONAL COMMITMENT – STRATEGIC PLAN

## Strategic Themes, Commitments, Goals & Activities



### Thriving Students

CSUDH will serve the principle of educational justice by empowering all students to be critical thinkers and communicators who excel academically, graduate career-ready, and demonstrate a passion for lifelong learning that encourages and supports meaningful engagement as local and global citizens.

[View Goals & Activities](#)

*“...at least two high-impact practices in every major undergraduate program of study.”*

Goal 1: Through shared governance processes, create and implement institutional policies, procedures, and structures that ensure that all students have **equitable access to high-impact, community-engaged, culturally responsive, and equity-centered curriculum** that prepares them for collaborative, real-world problem-solving and personal and professional success.

# CURRENT & PLANNED SCALING OF HIPS

- **First-Year Experience (redesigned & new Office of 1<sup>st</sup> & 2<sup>nd</sup>-Year Experiences)**
  - New Student Orientation
  - **Learning Communities – FIGs (First-Year Interest Groups)**
  - **First-Year Seminar**
- **Writing Intensive Courses**
- **Capstone Courses**
- **Undergraduate Research**
- **Co-Curricular HIPS in Student Affairs Programming**
- **Key Implementation Activities (per Strategic Plan):**
  - A community-engaged learning requirement for undergraduates
  - At least two high-impact practices in every undergraduate major
  - An e-Portfolio system intentionally embedded in the undergraduate curriculum

# ORGANIZATIONAL STRUCTURE

- **Strategic Plan / Thriving Students Leads**
  - Dean of Undergraduate Studies
  - Associate Vice President of Student Affairs & Dean of Students
- **Cross-Divisional Committees & Working Groups**
  - Equitable Academic Excellence Committee
  - FIGs Professional Learning Community
- **New Office of First- and Second-Year Experiences (OFSYE)**
  - Cross-Division Office: Academic Affairs (AA) & Student Affairs (SA)
  - Co-Led by Faculty Director (AA) and Staff Director (SA)
  - Oversight by Dean of Undergraduate Studies & AVP of Student Affairs





# COMPREHENSIVE ASSESSMENT INFRASTRUCTURE



**Thriving Students**

## **Academic Affairs**

Departments & Programs

University Student Learning  
Outcomes Assessment Committee  
(USLOAC)

*(Reports to Vice Provost)*

## **Student Affairs**

Student Affairs  
Assessment Office  
*(Reports to Vice President  
of Student Affairs)*

## **Cross-Divisional**

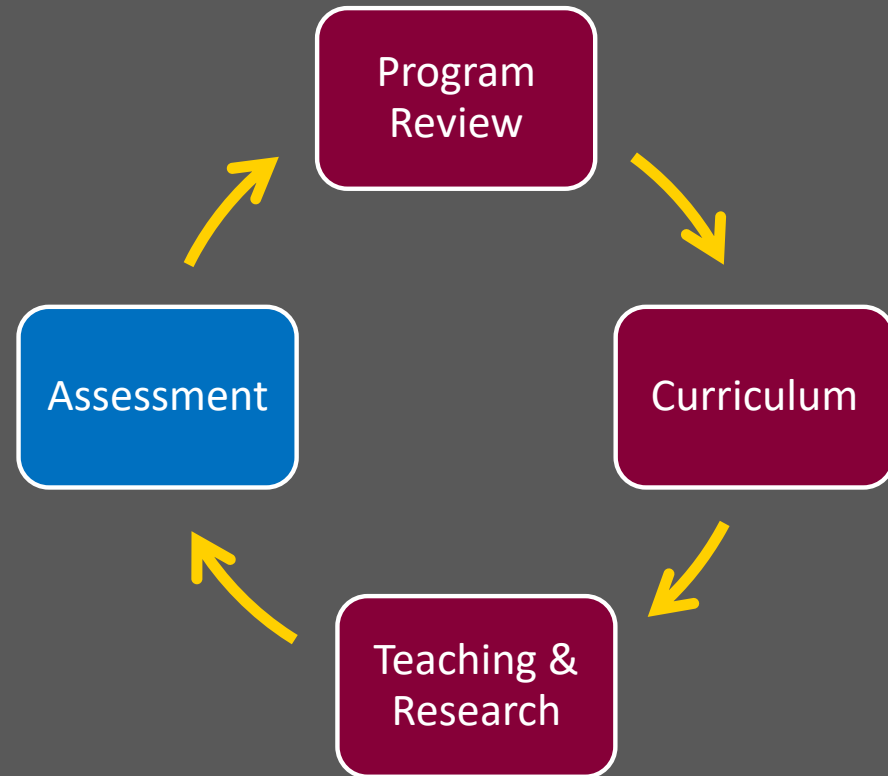
Integrated Assessment of  
First- and Second-Year Experiences  
*(Reports to Vice Provost)*

# Assessment in Student Affairs



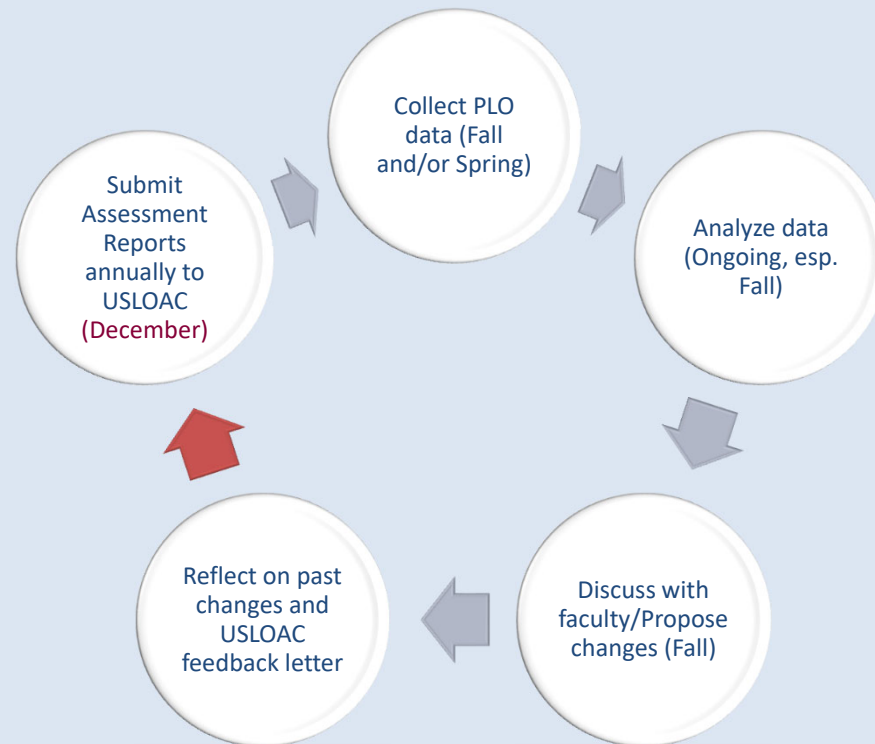
# Assessment in Academic Affairs

Assessment  
embedded in  
the full life  
cycle of  
academic  
programs



# Assessment in Academic Affairs

## Annual Assessment Cycle for Academic Programs



# AUDIENCE ENGAGEMENT: DISCUSSION QUESTIONS

- **How is assessment organized at your institution? Are there opportunities for collaboration?**
- **What do HIPs look like at your institution and how have they been developed? Do they tend to be offered by a single division or are they sponsored cross-divisionally?**



# INTEGRATED ASSESSMENT PROCESS & PRACTICES

# DHFYE 2022 - PRESENT



**DH First-Year Experience  
Programs & Partners**

## **Academic Affairs**

English Composition  
Math

Lower Division GE Courses

### **First-Year Seminar**

Student Success Centers

Career Center

Toro Success Collaborative (EAB)

Writing Center

Learning & Testing Center

## **Student Affairs**

EOP

Toro Guardian Scholars

Cultural & Identity Centers

Student Life & Leadership

## **Cross-Divisional**

### **Office of 1<sup>st</sup> & 2<sup>nd</sup> Year Experience** ←

Summer Program (courses & programming)

New Student Orientation

### **First-Year Interest Groups (FIGs)** ←



# DHFYE INTEGRATED ASSESSMENT GOALS

- Develop a **shared understanding** of what we are trying to accomplish through our multi-program initiative and why (our underlying theory of change)
- Gain a better understanding of **what is working well and why** and what needs to be further developed and/or supported, so that we can make data-informed decisions moving forward (assessment of individual programs)
- **Identify the synergy** that is created by all the programs working together toward the common goal (shared SLOs) **and its impact** on both the experiences and outcomes for students

# DHFYE STUDENT LEARNING OUTCOMES

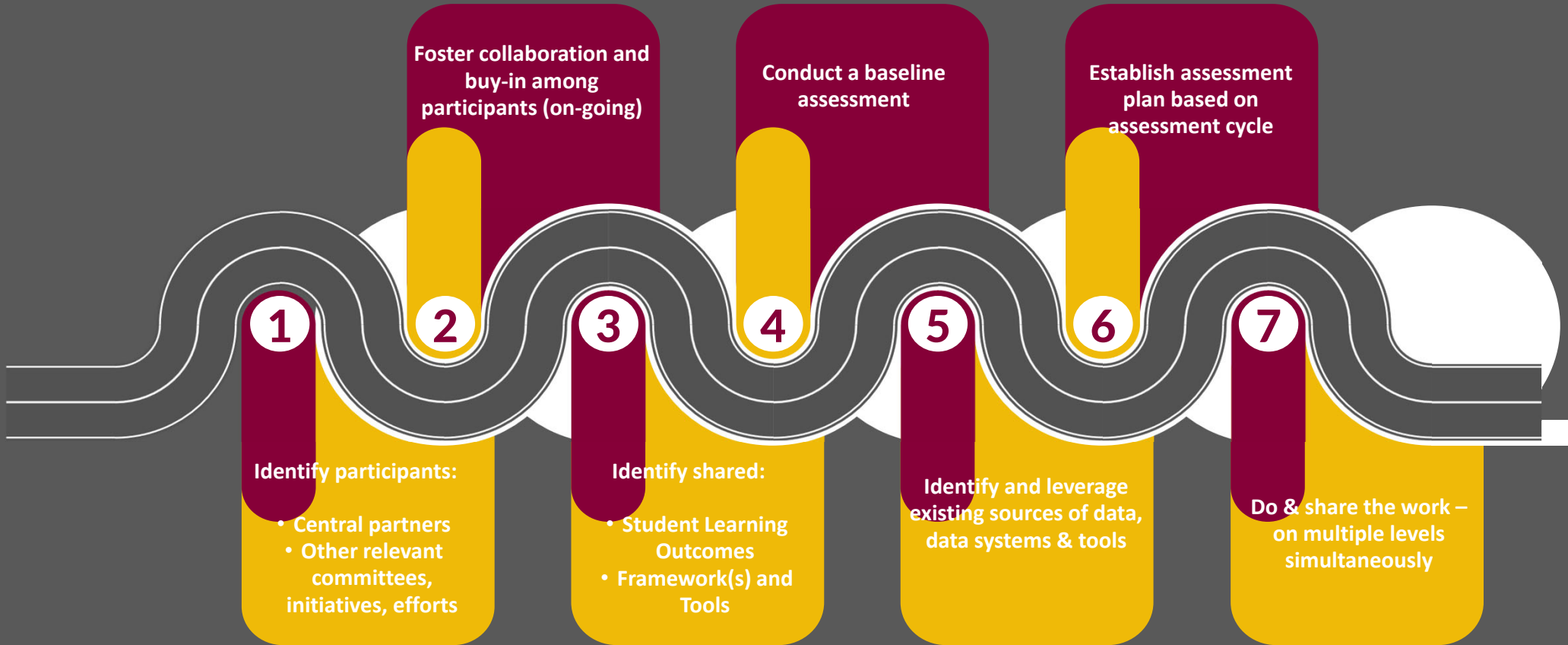
## CSU Dominguez Hills First-Year Experience (DHFYE) SLOs:

- **Sense of Belonging**
- **Academic Identity**
- **Academic Inquiry**
- **Equity Mindset**
- **Growth Mindset**
- **Relationship among Identity, Learning, and Future Goals**
- **Identity as a Learner in Multiple Contexts**
- **Structure and Meaning of the Degree**
- **Time and Resource Management**

# INTEGRATED ASSESSMENT (IA) TOOLS/PRACTICES

- **Multiple Levels of Assessment**
- **Iterative Process**
- **Logic Models**
  - **Shared language & structure**
  - **Mapping**
- **Culturally Engaging Campus Environments (Museus, 2014) and Culturally Sustaining Pedagogies (Paris, 2012)**
  - **Shared theoretical foundation & analytic lens**
  - **Shared approach to practice**
  - **Facilitates equity work**

# INTEGRATED ASSESSMENT ROADMAP



# TOOLS/PRACTICES: LOGIC MODEL

## Logic Model Template

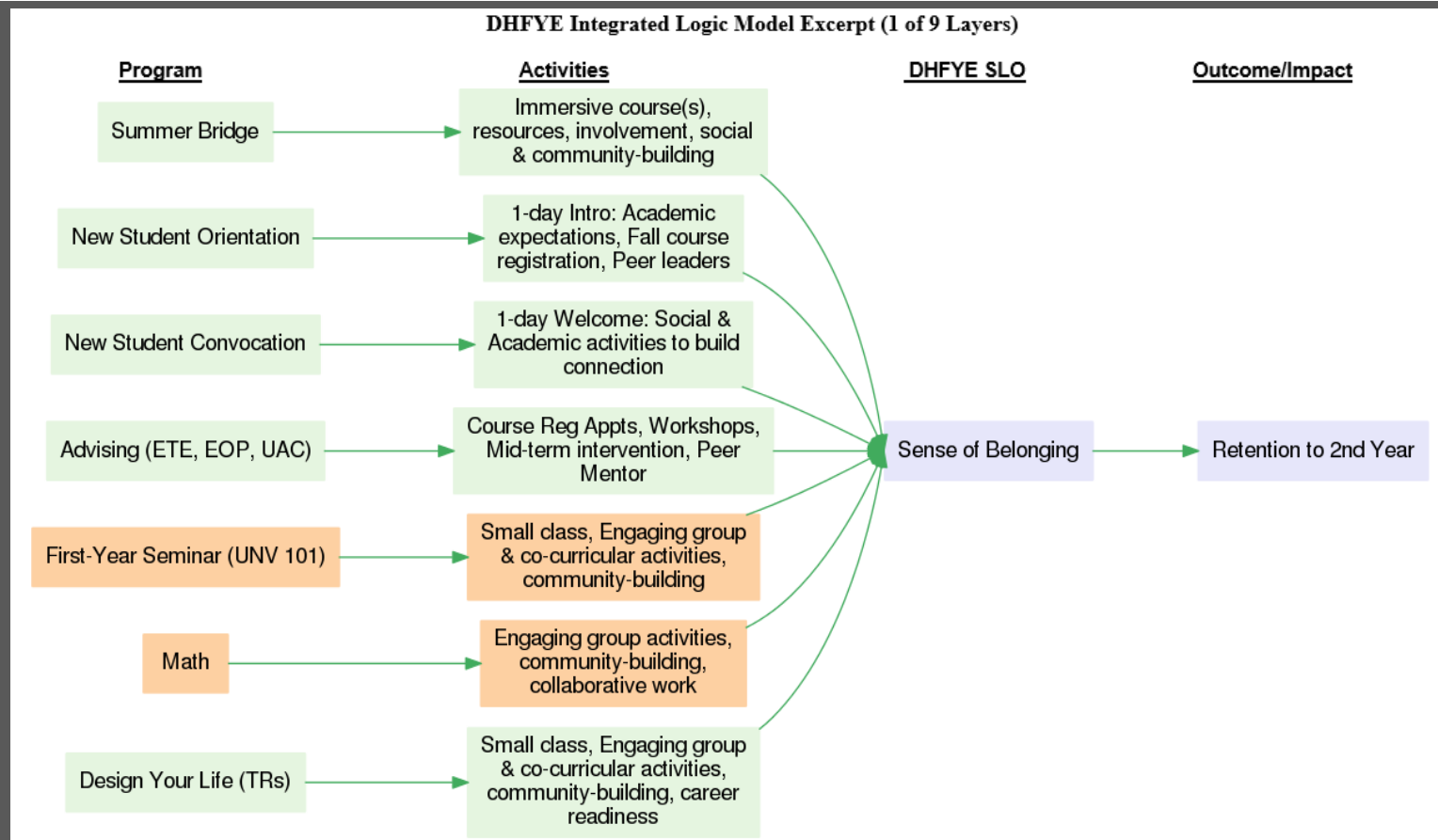
Informs (and  
is informed by)  
a program's  
Theory of  
Change

<b>Program:</b>					
<b>Goal:</b>					
Inputs	Activities		Outcomes		
What we invest	What we do	Who we reach	Why we do it: Short-term results	Why we do it: Intermediate results	Why we do it: Long-term results
<b>Assumptions</b>			<b>External Factors</b>		

# DHFYE INTEGRATED LOGIC MODEL: BELONGING

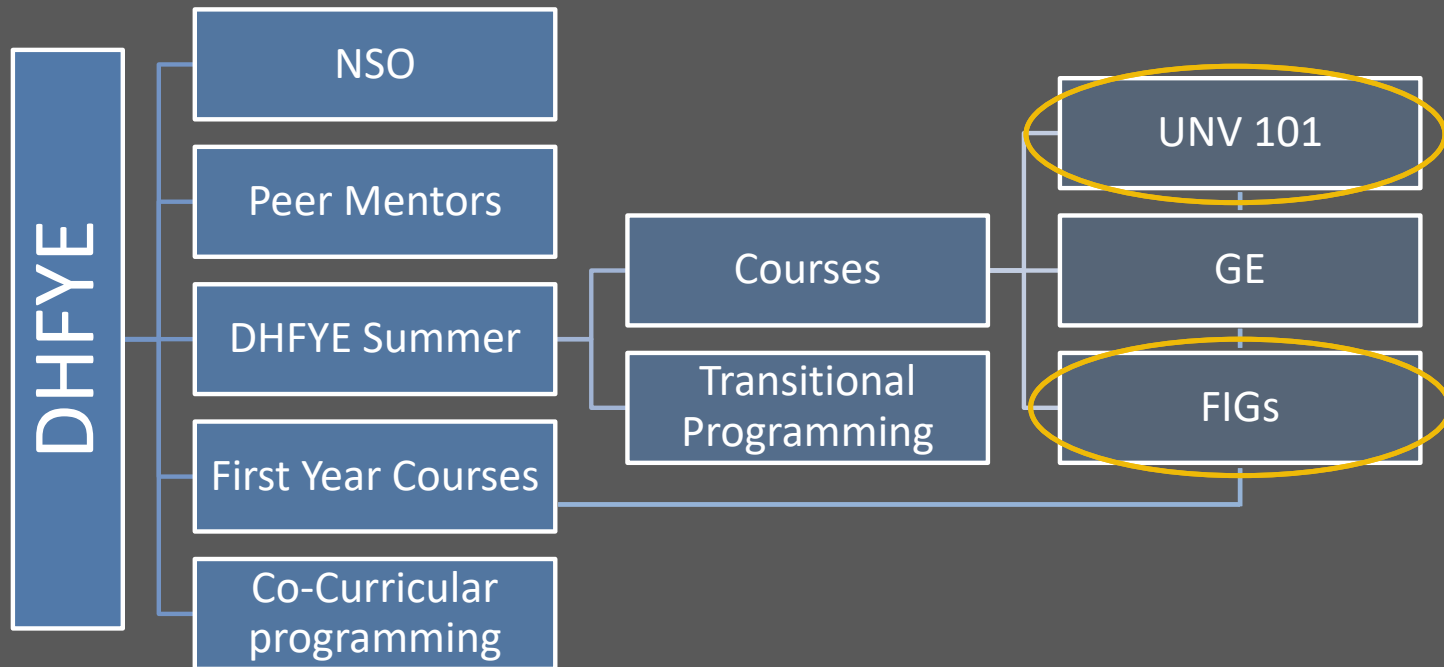
## DHFYE Integrated Logic Model, 2020-2022

- Nine layers in the full model, based on the nine SLOs
- All programs that contribute to the displayed SLO are represented (Inputs)
- Each program's activities are specific to the SLO





# DHFYE: FIRST-YEAR EXPERIENCE





# FIRST-YEAR SEMINAR 2015 – 2020

## SENSE OF BELONGING

- “Feel Connected to CSUDH” at end of course
  - Fall 2020: 94% (up 12% from start of course)
  - Fall 2019: 88%

## RETENTION & GRADUATION

- Positive impact on retention in ANY year
- Non-pass & Non-participants’ 1<sup>st</sup> Year Retention
  - Failing grade – 18% less likely to return
  - Never enrolled – 6% less likely to return
- No impact on graduation (only first two cohorts analyzed so far)

### RETENTION UNV 101 ENROLLED Fall 2015 – Fall 2020\*

#### Year to Year Retention: Increase in the Odds of Returning\*\*

48% - Returning 2<sup>nd</sup> year  
31% - Returning 3<sup>rd</sup> year  
28% - Returning 4<sup>th</sup> year  
21% - Returning 5<sup>th</sup> year

\*30% of the students took UNV 101

\*\*Compared to non-participants

# FIRST-YEAR SEMINAR: IMPACTFUL ELEMENTS

## STUDENT PERSPECTIVE (Survey data, 508 students)

- Getting to know the professor – 33%
- Class activities (lectures, discussions, group projects, etc.) – 17%
- Learning about how to succeed in college – 16%
- Getting to know fellow classmates – 15%
- Small class size – 11%

## FACULTY PERSPECTIVE (Interview data, 9 faculty)

- Connecting to students more (learning names, cultural connections)
- Introducing campus resources AND reinforcing their use
- Creating safe space for difficult conversations, pushing boundaries

# FIRST-YEAR INTEREST GROUPS (FIGS)

What are we trying to accomplish?

Paired Courses, Cohorted Students & Co-designed, Co-curricular Programming



Sense of belonging



Connection with  
faculty, staff and  
peers



Academic Identity



Increase in ability to  
do metacognition



90% first year  
retention rate



# FIGS - THEMES

## Seven Themes are Now Available!

Sign-up for one of these FIGs

Yes! Reserve My Seat Now

**Equity, Inclusion, & Social Justice  
in Health**

Theme 1 FIG Courses

**Exploring and Examining  
"Resistance": Perspectives and  
Approaches Across Eras,  
Communities, and Technologies**

Theme 2 FIG Courses

**Intersection of Language &  
Community: Our Identities &  
Development - FULL**

Theme 3 FIG Courses

**Learning from the Past, Working to  
Change the Future**

Theme 4 FIG Courses

**Public Service & Justice in Los  
Angeles**

Theme 5 FIG Courses

**Race, Inequality, & Social Justice:  
Because Black Lives Matter**

Theme 6 FIG Courses

**Voices Amplified: Exploring Black  
& BIPOC Perspectives in Education  
& Arts**

Theme 7 FIG Courses

# OUTCOMES ASSESSMENT & PROGRAM EVALUATION

- **Assessment of Student Learning & Outcomes**
  - Sense of community
  - Sense of belonging
  - Academic Identity
- **Evaluation of the FIG Initiative (Implementation Fidelity)**
  - Metacognition - how it is impacting learning
  - Collaboration between curricular and co-curricular
  - Interdisciplinary & transdisciplinary
  - Cohorting of students
  - Experience of faculty and staff
  - Marketing of FIGS
  - Enrollment process into FIGS (collaboration with OFSYE and Student Success Centers)

# FIGS ASSESSMENT & EVALUATION PLAN

Method	Population	Timing
Student pre-test: DHFYE New Student Survey BCSSE Survey	All DHFYE students (First-time, first-year students) (Both surveys)	End of Summer Prog / Start of Fall (Aug-Sept) (Some overlapping dates)
Student post-test: FIG-specific Survey NSSE Survey	All FIG enrolled students All DHFYE students	December 2023 April 2024
Student focus group	Sample - Students enrolled in Fall 2023 FIG	November 2023
Faculty/staff debrief	All FIG Professional Learning Community (PLC) members	December 2023
Direct assessment of student work pilot – Done by faculty	All FIG courses, student work purposely sampled for diversity	January 2024
Student Academic Outcomes Analysis (retention, GPA, etc.)	All DHFYE students (FIG enrolled versus non-FIG enrolled)	Ongoing

# DIRECT ASSESSMENT OF STUDENT WORK PILOT

## Focus on Metacognition & Integrative Learning

### SLO Assessment AND Evaluation of Program Implementation Fidelity

#### *Pilot Process and Procedures*

- Used existing General Education Learning Outcomes rubrics
- Faculty identified course assignments to use for the assessment
- Purposively sampled students from each course for diversity and representation and collected student work centrally
- Faculty scored one set of student work together & discussed in PLC
- Faculty scored their own sampled student work
- Faculty completed self-assessment about the process & future plans

# DIRECT ASSESSMENT PILOT: FACULTY QUESTIONS

## FACULTY SELF-ASSESSMENT OF DIRECT ASSESSMENT PILOT

### For both Metacognition & Integrative Learning:

1. On a scale of 1-4, how well would you say the assignment you submitted aligns with the draft rubric for the outcome? Please explain your choice.
2. Please use the draft rubric to score your student samples and attach the completed rubrics to this document.
3. **Based on this brief assessment, what stood out to you as you applied the rubric to your students' work? What did they "get" or do well? What did they struggle with and/or not do or "get"?**
4. **Based on this limited snapshot, what, if anything, might you do differently with this assignment or in your course more generally? Why?**



# DIRECT ASSESSMENT PILOT: FINDINGS SUMMARY

## GELO 1: Metacognition

- General or abstract responses, lack of depth and detail
- Motivation and submission challenges (students are more inclined to take quizzes)
- Difficulty connecting personal experiences with course content
- Confusion about the course structure and coordination

## GELO 6: Integrative Learning

- Surface-level integration across disciplines
- Struggles with assignment formats due to lack of exposure
- Scaffolding with more tailored guidance and process support are crucial
- Flexible deadlines might be detrimental as students often procrastinated, leading to rushed work at the end of the semester



# SENSE OF BELONGING DATA AND FINDINGS

# NSO 2023 BELONGING FINDINGS

## DHFYE SLO: **Sense of Belonging**

### ➤ New Student Orientation (NSO) Survey Day 1

Response Rates: 2023 N = 1,179 (69%) | 2024 N = 1,448 (86%)

#### NSO DAY 1 STUDENT SURVEY

##### Agree or Strongly Agree

2023

2024

I left Orientation feeling like I am part of the CSUDH Community

X%

X%

##### Yes (agreed)

I felt welcomed to CSUDH at the NSO program

X%

X%

Responses to belonging questions: 2023 n = 971 (82%) | 2024 n = 1,369 (95%)

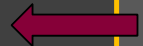
# DHFYE NEW STUDENT SURVEY BELONGING

## DHFYE SLO: **Sense of Belonging**

➤ **New Student Survey baseline collection at entry (first-time, first-years)**

Response Rates: 2021 N = 1,093 (23%) | 2022 N = 868 (22%) | 2023 N = 398 (23%) | 2024 = 502 (29%)

<b>DHFYE NEW STUDENT SURVEY</b>				
<b>Agree or Strongly Agree</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
I feel like I belong	X%	X%	X%	X%
I fit in well at CSUDH	X%	X%	X%	X%
I feel comfortable at CSUDH	X%	X%	X%	X%
Never or almost never think "Maybe I don't belong here"	X%	X%	X%	X%

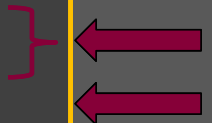


Responses to belonging questions: 2021 n = 1,021 (93%) | 2022 n = 803 (93%) | 2023 n = 398 (100%) | 2024 n = 502 (100%)

# DHFYE NEW STUDENT SURVEY BELONGING

## DHFYE SLO: **Sense of Belonging**

DHFYE NEW STUDENT SURVEY (Disaggregated)				
Agree or Strongly Agree	n	2022	n	2023
I feel like I belong	803	X%	398	X%
Hispanic/Latinx	591	X%	247	X%
Black/African American	86	X%	45	X%
Asian/Asian American	65	X%	12	X%
White, Non-Hispanic	31	X%	2	X%
Two or More Races			9	X%
I fit in well at CSUDH	803	X%	398	X%
Hispanic/Latinx	591	X%	241	X%
Black/African American	86	X%	42	X%
Asian/Asian American	65	X%	13	X%
White, Non-Hispanic	31	X%	1	X%
Two or More Races			7	X%

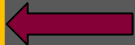


# BCSSE 2023 BELONGING FINDINGS

## DHFYE SLO: **Sense of Belonging**

- **Baseline collection at entry (first-time, first-year students)**  
**N = 240 (14% resp. rate) | DHFYE Summer Program participants n = 80**  
**Non-Summer Program participants n = 160**

<b>BEGINNING COLLEGE SURVEY OF STUDENT ENGAGEMENT</b>		
<b><u>Belonging</u></b> (% Agree or Strongly Agree)	<b>DHFYE Summer</b>	<b>Non-Summer</b>
I feel comfortable being myself at CSUDH	X%	X%
I feel valued by CSUDH	X%	X%
I feel like part of the CSUDH community	X%	X%



Responses to belonging questions: Summer, n = 67 (84%) | Non-Summer, n = 129 (81%)

# FIG 2023 BELONGING FINDINGS

## DHFYE SLO: **Sense of Belonging**

### ➤ FIG End of Semester Survey

Response Rate: N = 63 (68% response rate)

“Based on your CSUDH experiences so far, rate your level of agreement with the following statements....”

FIG-specific belonging questions: “Through my participation in the FIG in which I was enrolled....”

FIG END OF SEMESTER SURVEY	
Agree or Strongly Agree	2023
I feel like I belong at CSUDH	X%
I fit in well at CSUDH	X%
I feel comfortable at CSUDH	X%
I feel that I am welcomed on my campus	X%
I feel that there others like me on my campus	X%

FIG END OF SEMESTER SURVEY	
Agree or Strongly Agree	2023
I feel like I belong in my FIG	X%
I fit in well in my FIG	X%
I feel comfortable in my FIG	X%
I feel that I am welcomed in my FIG courses	X%
I feel that there are others like me in my FIG courses	X%



Responses to belonging questions: n = 53 (84%)

# NSSE BELONGING FINDINGS

## DHFYE SLO: **Sense of Belonging**

- NSSE collection spring of first year\* & senior year

(\*first year includes first-time, first-year students only, reported below)

Response Rates: 2020, N = 711 (27%) | 2022, N = 590 (19%) | 2024, N = 268 (18%)

### NATIONAL SURVEY OF STUDENT ENGAGEMENT

<b>Belonging</b> (% Agree or Strongly Agree)	<b>2020</b>	<b>2022</b>	<b>2024</b>
I feel comfortable being myself at CSUDH	92%	91%	86%
I feel valued by CSUDH	88%	88%	87%
I feel like part of the CSUDH community	87%	82%	87%

### 2024 NSSE

Comparison of  
FIG participants vs.  
Non-FIG participants  
Forthcoming

Responses to belonging questions: 2020, n = 559 (79%) | 2022, n = 437 (74%) | 2024, n = 219 (82%)



# AUDIENCE ENGAGEMENT: DISCUSSION QUESTIONS

- **What cross-divisional or cross-programmatic assessment is occurring at your institution and how is it done?**
- **How could your institution benefit from the integrated assessment approach and/or tools we've discussed today? (E.g., collaborative and iterative assessment between partner programs, logic models, shared SLOs)**

# SESSION LEARNING OUTCOMES

Participants will learn about:

- **The opportunities and challenges of cross-divisional HIPs development and assessment.**
- **A comprehensive assessment structure across a mid-sized, public institution and will have the opportunity to share and reflect on how the organization of assessment at their institution compares.**
- **The integrated assessment approach and how they can apply it to assessing multi-program, multi-unit, and/or cross-divisional initiatives at their institution.**



# OUR CONTACT INFORMATION

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